DOCUMENT RESUME

ED 327 063 FL 019 023

AUTHOR Schiffer, Edward W.
TITLE Using Whole Language Materials in the Adult ESOL Classroom.
PUB DATE Jul 89
NOTE 96p.; Master of Science Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; Adult Students; *English (Second Language); *Instructional Materials; Introductory Courses; Media Selection; Second Language Instruction; *Whole Language Approach

ABSTRACT

A practicum explored the use of instructional materials based on the whole language approach to second language learning in adult English-as-a-Second-Language (ESL) instruction. The approach was implemented in a beginning ESL classroom at an adult education center that had previously used publisher textbooks, which were not thought to provide adequate English language input. The materials selected for whole language instruction were texts designed for adult basic education and written in whole language. Classroom and homework exercises were also developed for use with a national newspaper. Other media (television, movies, songs, and pictures) were used for additional whole language exposure. Quantity and quality of both written and oral language learning and assignment completion among the 17 students were evaluated. Results indicate that the use of whole-language materials promoted language acquisition at a faster rate than the use of commercial ESL materials. A 19-item bibliography is included. Appendixes include step-by-step procedures for using whole language materials in the ESL classroom, sample student progress charts, and a student interest survey. (Author/MSE)

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USING WHOLE LANGUAGE MATERIALS IN THE ADULT ESOL CLASSROOM

by

EDWARD W. SCHIFFER

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A Practicum Report
submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the Degree of Master of Science.

The Abstract of this report may be placed in the School Practices Information Files for reference.

July, 1989

FL019023

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out or respect for the scholarship of the other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed

ABSTRACT

Using Whole Language in the Adult ESOL Classroom.
Schiffer, Edward, 1989: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Whole Language/Natural Language/Natural Approach/Language Acquisition/Second Language Acquisition/First Language Acquisition/Curriculum Design/Analytical Curriculum/Synthetic Curriculum/Inductive Learning/Deductive Learning/Language Learning/Language Acquisition Device/ESOL Classroom/Holistic Classroom/Grammar Sequence/Communicative Approach/Meaningful Language/Input Hypothesis/Holistic Language Testing/ESOL Testing/Optimal Acquisition Activity/Commercial ESOL Materials/Roleplay in ESOL/Project Work in ESOL/Cartoons in Education/Newspapers in Education/Songs in ESOL/Life Experience Learning.

Many English for Speakers of Other Languages (ESOL) students live in areas in which the English language is not the principal means of communication in everyday life. However, because English is the principal language of the broader society, non-English speakers are motivated to attend ESOL classes in order to participate in the mainstream and to receive society's benefits. The classroom is the principal source of meaningful English input for these students. Opportunities for second language acquisition are limited once the students are outside the classroom. This reality makes the quantity and quality of language presented in the classroom a crucial factor in students success in acquiring English as a new language.

This practicum explores 1) the nature of language acquisition and its affect upon the roles of the teacher, student and classroom and 2) the use of whole language materials in the classroom. Alternatives to commercial ESOL materials are suggested in order to aid the English language acquisition process and to enhance student exposure to real language.

The adult education center at which this practicum was implemented has been offering a language learning ESOL program based on the use of publisher textbooks. The problem which this study addresses is that these ESOL materials have not provided sufficient English language input and that as a result, students lack contact with English as a whole language. This practicum suggests the

means through which students may be exposed to natural and whole language through the development of language acquisition procedures and activities.

Implementation was carried out in a beginning ESOL classroom with the use of whole language materials. The level of student success was determined by measuring the increase in student written and oral language production through classroom and non-classroom activities.

The results indicate that the use of whole-language materials in the ESOL classroom promotes language acquisition and language production at a faster rate than the use of commercial ESOL materials in a language learning environment.

Appendices include step-by-step procedures for using whole-language materials in the ESOL classroom, sample student progress charts, and a student interests survey.

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Appendix J

Nova University
Center For The Advancement of Education
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Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Using Whole Language Materials in the Adult ESOL Classroom.

Student's Name Edward W. Schiffer

Program Site Miami Date July 5, 1989

Observer's Name Lillian F. Chisholm Lillian F. Chisholm
(please print---------and sign)

Observer's position Counselor Phone # 531-0451

Observer's comment on impact of the project (handwritten):

The students involved with the pilot class using the whole language approach to teaching ESOL seemed very enthusiastic throughout the course and were asking for more of the same for the following trimester. It also seemed that their level of participation and confidence was greater.

Chapter I

PURPOSE

The educational setting of this practicum is an adult education center supported by a large county level public school system. The purpose of this school system's adult program is to improve basic education skills to the eighth grade level and to provide job skills training to promote productive participation in the community and economic stability for the low income population. The programs at this adult education setting include literacy, pre-General Adult Education (GED) and GED preparation, child care, nursing assistance, business and office procedures, computer programing, and English for Speakers of Other Languages (ESOL). Because the area served by the adult education center is comprised of sixty percent limited English speakers in the community, the ESOL program is the largest of the five programs provided at this center. The other programs at the center rely on the success of the ESOL program as a means of obtaining English competent participants.

The ESOL program at this adult center has been organized around the approaches of the basal commercial texts selected for classroom use. The curriculum has generally emphasized a grammatical approach because of the

sequential grammatical design of these commercial materials. Though the county in which this adult center operates is initiating changes in the focus of ESOL delivery towards competencies, new texts under consideration for classroom adoption are still organized around traditional grammatical sequencing. The result of this organization means future program delivery based on the traditional grammatical sequencing, such as the concept of progressing from the simple to the more complex language structures. The student is exposed to a synthetic program and pieces together the language concepts that have been previously analyzed for the student by commercial materials authors. This has traditionally been the approach employed in the academic programs of this school system from kindergarten through twelfth grade, wherein the focus is on language learning rather then language acquisition.

There are approximately 1,700 participants in the adult center's ESOL program each trimester. The curriculum has traditionally been offered over six levels. Students customarily progress from one level to another over the period of one trimester, which is approximately sixteen weeks in duration. Registration, however, is open-ended and a student may enter a class at any time during the course of a trimester.

The participants in the ESOL program vary in age and in ethnic, socio-economic and educational background. The county's adult education program is for any adult above sixteen years of age. Most ESOL students at this center are young and middle-aged adults between the ages of twenty and forty-five. However, there are some teenage students and some students as old as eighty. The student population at this adult center is primarily Hispanic, mostly from South and Central America. There is, however, a growing number of Brazilian students and some representation of students from Europe, Asia, and the Middle-East.

Classes at this adult education center serve students of mixed educational and socio-economic backgrounds. The community in which the center operates is composed of a large number of immigrants, many with refugee or amnesty status, who have not completed the basic education program of their respective countries. There are students who have higher levels of education, and they are generally in the county system either studying on F-1 educational visas or as tourists.

Some students are economically self-sufficient and dedicate full time to their studies; however, the vast majority of the students must work in addition to studying. According to the type of immigrant documentation, a student may be in a situation of studying full-time while also

holding down full-time employment for self or family support.

The students at this adult education center live in a community in which the English language is not the principal means of every-day communication. They find it difficult to function or even use English for their conversational needs outside the classroom. Though these students represent different ages, ethnic groups, educational and socio-economic backgrounds, almost all share the common goal of establishing a successful life in the United States. Few students intend to return to their countries of origin. Though communicating in English is not an immediate necessity, being able to communicate in English is seen as a practical means of participating in the general society of the United States, and the students are motivated to make the necessary sacrifices to attend class in order to acquire the language of their adopted country. When interviewed about needs, all students identify an immediate need to effectively communicate in English as a priority.

This practicum writer is an ESOL instructor at the adult education center. The realm of his responsibilities includes the provision of instruction that is relevant to the adult students' needs, while following the county guidelines for the ESOL curriculum.

The ESOL program at the adult education center at which this practicum was implemented has traditionally been academic in its emphasis on grammar presentation and sequencing. It will continue to be so as long as grammatically oriented commercial ESOL materials are the primary vehicle used in order to deliver the program content. This is not a practical approach for the students at the adult center, given their varied backgrounds and their needs to acquire practical communicative language. Many students have been unsuccessful with the structured academic approach of their formal educational programs (i.e. kindergarten through twelfth grades) and do not have the time or the patience to build academic linguistic abilities through a traditional, grammar-based, synthetic curriculum.

The problem is that adult ESOL students after three trimesters of exposure to ESOL classes are, as observed by the pre-GED/GED and vocational instructors at the adult center, still unable to communicate in English on a day-to-day basis. In the whole-language environment of the basic skills development and vocational classes, these students show a reluctance and/or inability to use English as a means of communication.

Adult ESOL students at the center want to communicate in English and to use the language in everyday situations.

When asked to identify what makes a student feel successful in the ESOL class, students invariably rank their ability to use language skills in the following order of importance: speaking and listening, then reading and writing. Students who express frustration over their classroom experience cite their inability to speak and understand English in varied situations. ESOL students at the adult center are not graded for their communicative efforts in the classroom. Exit level testing for placement purposes has been based on students' abilities to identify correct grammatical structures, found among incorrect structures, on multiple choice exams. This process does not provide the student with meaningful oral and aural feedback. As a result, the student must rely upon his own intuitive feelings of success or failure in the areas of speaking and listening so as to decide whether or not to advance within the program.

The adult center ESOL classroom has the potential of being an important factor for the student in the acquisition process. For many students it is the primary source of exposure to English language in a community that predominantly functions in Spanish. When students are consulted in regard to the center's ESOL classes, all comments focus on the need for receiving more varied and natural English in the classroom. A great number of

students feel the frustration of being exposed to a slow process of learning that does not provide the vocabulary and structures needed to meet their urgent needs to be able to communicate in English. This adult center's students want to achieve rapid practical and effective results for their efforts so as to achieve their goals in the United States as quickly as possible.

The adult center's administrative and vocational instructional staff has identified a general inability to communicate on a day-by-day basis on the part of the typical ESOL classroom student. The common observation among this personnel when asked about the ESOL program, is that "the ESOL students do not speak and do not seem to understand." Administrative staff claims that students at the fourth level cannot complete the simple class registration process in English, and vocational staff has found that fourth level students miss much of the classroom instruction and conversation due to a lack of understanding and an inability to communicate this lack of understanding. Without exception, students who have acquired English in a non-traditional classroom setting (i.e. "on the street" or "on the job") and who subsequently register for pre-GED or GED skills development classes, possess more effective aural and oral English skills than those students who have completed the traditional ESOL classes at this adult center

and enter the same basic skills development classes. This reality has been noted by ABE skills development instructors, school counselors, and ESOL instructors.

At this adult center, 100 percent of the students who enter a Level Four (intermediate level) of the traditional ESOL program, should be able to satisfy survival needs and routine work and social demands. These students should be able to communicate orally and in writing, with a native English speaker not used to dealing with limited English speakers. One year of ESOL instruction in the traditional program is needed to obtain entry into Level Four. In order for a student at this adult center to be eligible for the vocational program, the student must be able to enter a Level Four ESOL class. Eighty percent of the ESOL students feel that one year of ESOL study is too long in order to be prepared to develop vocational skills. Monolingual English-speaking vocational instructors feel that 75 percent of the ESOL students who enter the vocational program upon reaching Level Four, are unable to communicate orally and in writing in order to meet course needs. They also believe that these same students lack either the ability or the willingness to deal with the new language presented through course materials.

The traditional use of commercially prepared ESOL materials as basal texts compounds the problem because the

materials selected are organized around a grammatical sequencing. Students at this adult center need to be exposed to as much whole and natural language as possible while in the classroom because they want to develop language ability as rapidly as possible. Grammar oriented texts that are sequenced from simple to more complex structures provide dissected language and limit the student to simplified situations. Whole and natural language materials used by real speakers for authentic purposes would provide the student with complete language and real situations from the start. Materials currently in use limit the student's opportunities to function in a communicaation-rich, whole-language environment. This retards the language acquisition process. Theoretically, a student would have to wait until an ESOL textbook series covered all the grammatical structures needed to piece together the whole language, before being able to "use" the language. This could take six trimesters of course work or one year and a half before the student would ever be exposed to the whole language. Through the use of whole language in the classroom from the outset, the student does not have to wait six trimesters in order to conceptualize and to experiment with the complete language.

The present English language delivery at the adult center needs to be reformed. This project describes an alternative ESOL delivery system.

Earl Stevick (1982) focuses on the the problem of using sequenced materials of the type traditionally used at this adult center. He states that "the very act of selecting [a language] item pulls it out of the context of normal communicative exchange" (p. 22). The students at this adult center do not need a grammar-oriented language learning environment. They need an opportunity to acquire the target language. "In acquisition, the person who is doing the acquiring meets words in the full context of some kind of genuine human communication" (Stevick, 1982, p. 22).

Up to the present, there has been hesitancy on the part of the administration of this adult center to adopt changes in program approach. There is concern over destabilizing a program that is now serving about half of the population of this adult center. This practicum seeks to solve the problem of the students' slow acquisition process and the lack of opportunities in being exposed to natural language necessary to facilitate language acquisition. This practicum serves as an example of what can be done to increase the students' exposure to whole and meaningful language while in the classroom. The administration at the adult center, as well as ESOL instructional staff,

recognizes the problem and supports the efforts of this practicum. This practicum demonstrates that an alternative to commercial ESOL materials is viable and practical to implement.

The outcome of this practicum is a measurement of students' ability to produce written and oral language. Though students at this center, have identified their ability to use oral language as the primary means by which their success in English language classes is determined, writing produced by the students is used in the results of this practicum because "written samples have been found to be amenable to the same analyses as oral language and have been found to be comparable" (Bardove-Harling & Bofman, 1989, p. 19). Measurement is based on the students' ability to communicate ideas in English rather than on their knowledge of discrete grammatical points.

Students' written work as presented in class and their participation in oral classroom activities are used as the basis for measuring success in achieving the objectives of this project. It is expected that the students who participate in these activities over a period of ten weeks in a level two ESOL classroom that meets for 150 hours, will succeed in producing more English both in quantity and quality in any everyday situation that is encountered by a native English speaker, and show more accelerated progress

in producing whole language than students participating in the traditional one year and a half, six-level ESOL program at this adult center.

Students during the implementation time are also observed for their involvement in the language acquisition process through the completion of assigned self-directed activities that require the use of English. These activities are developed by the student as homework assignments.

According to Stevick (1982), The quantity of language a student is exposed to enhances language acquisition. "The quality of [student] attention will depend ... on the degree to which [students] are able and willing to throw themselves into what is going on" (p. 5). Student motivation is essential for language acquisition to take place. Students must seek opportunities to get language. Students in traditional ESOL classrooms at the adult center are not encouraged to use English or to confront whole language outside the classroom. The amount of work accomplished outside the classroom during the implementation of this practicum is used as an indication of student motivation and the degree to which students have become independent language acquirers, free of fear to confront whole language.

The effectiveness of the whole language approach used in the implementation of this practicum is also measured in

terms of the students' performance according to criteria established by traditional standardized grammar-based written ESOL tests and criteria of the level-exit tests being established by the public school board's county level ESOL coordinating committee. This practicum attempts to show that through student exposure to whole language and student production of whole language communication, low level ESOL students can manage natural whole language and can exceed or equal the overall level expectations of the traditional ESOL program at the adult center.

Chapter II

RESEARCH AND SOLUTION STRATEGY

The concern addressed in this practicum is to provide the adult education center ESOL student with a language experience that is pertinent to student needs and provides the quantity and quality of language that meets these needs. This must be accomplished against the varied educational, socio-economic and motivational backgrounds of the students. The one common need that students express is to be able to communicate meaningfully and to achieve this as quickly as possible. As has been noted earlier, most students and staff agree that the curriculum direction at the adult center has been less than ideal in developing acceptable results.

To decide on a solution strategy, the writer of this practicum investigated research and ideas on the nature of language acquisition with the intention of defining an optimal language acquisition program.

An important theme in the literature on language education deals with the difference between language learning and language acquisition. The trend in thinking regarding how languages are "picked up" points to language as a naturally acquired phenomenon, a natural function of

human beings. Stephen Krashen is a principal contributor to this hypothesis. He states that language "... is in fact unavoidable and cannot be prevented - the language 'mental organ' will function just as automatically as any other organ" (Krashen, 1981, p. 4). According to Krashen, "... we acquire language in an amazingly simple way - we understand messages" (p. vii). James Asher (1988) states that language acquisition is an innate, automatic mental process of "making the strange into the familiar" (p. 195). It is a stage in which the student constructs and expands a "linguistic map" (p. 244).

Krashen's position is opposed to the theory behind traditional grammatically sequenced ESOL curricula of the type currently in use at this practicum setting. The conflict inherent in the theoretical bases of the two types of curricula has been pointed out by D. A. Wilkins in his identification of two language curricula approaches: the synthetic and the analytic (1976). Grammatically oriented curricula presents the student bits and pieces of language, pre-analyzed into simplified portions. It is the student's responsibility to synthesize the language from these pieces of a artificialy created puzzle and form the whole. Non-grammatical approaches to curricula development are analytic in that they provide the student with the natural and whole language or whole clumps of language. The

student, through the natural process of language acquisition, unconsciously sorts out the parts and then reassembles them into the whole for communication. In the non-grammatical approach, the student does not need the middle man to do an analytical task that the student naturally accomplishes when placed in a situation of a new language (Krashen, 1981).

What Wilkins identifies as an analytic approach to curriculum (1979), Krashen relates directly to language acquisition (1982). Language acquisition is in direct contrast to the concept of language learning. Learning, according to Krashen (1981), is synthetic or inductive. It is the result of direct instruction that is aimed at student aptitude. Acquisition, is analytic or deductive and addresses student attitude during the instructional process. Language learning relies on the student's ability to study about the language and its structures through direct instruction. Language acquisition relies on the students' innate ability to process a language through indirect instruction delivered through content that utilizes the language as meaningful communication. In language acquisition, "the goal is not the rule but the message" (Krashen, 1982, p. 113).

Whole language is the basic ingredient in language acquisition. Because the message is the goal of

acquisition, using grammatically sequenced language creates style which is "linguistically antiseptic" (Krashen, 1982, p. 185). Stephen Gaies (1985) supports Krashen's position on acquisition when he includes the naturalness of language as an important factor in language acquisition. "The opportunity to use the language being acquired in order to communicate is, along with several related factors, a basic condition for second or foreign language learning" (p. 8). Gaies believes, along with Krashen, that the foundation of acquisition is the quality of exposure which he defines as whole and meaningful.

Language learning is a conscious effort of learning from the simple to the more complex. On the other hand, language acquisition occurs through effort to understand whole discourse. In acquisition, language takes form naturally and innately. It is not a deliberate process. The student is not occupied with remembering detail or subjected to missing an integral part of the dissected whole if any of the class program is missed. The student is given the whole all the time. The student feels the grammaticalness of the whole language rather than consciously reasoning its parts. Thus, the language becomes a part of the long-term memory. (Krashen, 1982, 1985a). Rules, according to Krashen, cannot be crammed into the long-term memory.

Krashen and Tracy Terrell organized their theories on language acquisition in a program called the "natural approach" (1983). They define four stages in the development of language: listening comprehension, early production, speech emergence, and intermediate fluency. The stages are defined in terms of student readiness to produce language. The student advances when ready to advance and should not be forced to produce language until feeling ready. The key to success is the student's attitude, which Krashen sees, along with whole language, as an important element in the language acquisition process (Krashen, 1981).

As expressed by Krashen (1982) and Gaies (1985), comprehensible and meaningful language input is the underlying element in the language acquisition process. Krashen proposes the input hypothesis as basic to the presentation of language materials and activities in the classroom (Krashen 1981, 1985a). Language acquisition results from understanding what is a little beyond the learner. Krashen refers to this input as input plus one (i+1). He believes that one learns to talk by understanding input through listening and reading and not by talking itself (Krashen, 1982). The i+1 occurs in the structural net of whole language which challenges the student to struggle with language just beyond immediate comprehension.

Whole language means natural input in a rich variety of structures. If this rich variety of structures is provided, the i+1 will be present and acquisition will occur (Krashen, 1985b).

Though Krashen proposes the use of whole language in the language study process, he does not rule out the use of structure as a suplementary tool for acquisition. Krashen's principal problem with the study of grammar is that it impedes fluency and communication. He also concludes that it often creates fear in the student and hence a negative attitude that disrupts the acquisition process. He believes that understanding structure, rather than learning structure, can contribute to acquisition only if it helps in making language comprehensible (Krashen, 1981, 1982).

Because of the variety of students and aptitudes present in the adult center's ESOL classes, it was necessary to focus on the development of positive attitudes on the part of the students, towards English language study. To achieve this goal, it became necessary to meet the students' own oral/aural criteria for success by developing their listening and speaking abilities. It was this writer's belief that an alternative to the traditional grammatically sequenced materials used in the classroom could be found in the theories of language acquisition proposed by Stephen Krashen. This could be accomplished through providing the

students with a whole language experience and leading the them through a language acquisition process rather than a language learning process. Not all students have the same aptitude to "learn" a language, but as Krashen suggests, everybody has the same ability to acquire language (1981).

A classroom environment which reflects a language acquisition approach is described by Robert Blair (1982). In an integrated approach experiment, Blair exposed monolingual English speakers to whole language Spanish materials over a four-weekend period of six hours each for a total of 21 hours. The aim of the classroom activities was to develop listening and reading comprehension. Blair's strategy was to maintain communication at the i+1 level through the use of whole language and meaningful communication in the absence of pattern practice and structural drills. Although the results in this short period of time showed little development in oral production, the students were able to comprehend language at a level expected of more advanced students in traditional academic settings.

While developing a program for a whole language acquisition environment, this writer took into consideration student and classroom potential and the ingredients for optimal acquisition activities. In order for a student to acquire a language, the student must be a good acquirer.

According to Krashen (1981), this type of student must understand and appreciate the acquisition process. The student must also be exposed to immersion and prudently mix the informality of whole language with the structure of formal study of language. Finally, the student must "go out and get intake" (Krashen, 1981, p. 37).

The foreign and second language classroom has been considered far from ideal for language acquisition. It is seen as a "large group under the control of a dominant individual" (Gaies, 1985, p. 8). This vertical relationship is insufficient for learners' needs. The writer of this practicum created a horizontal interaction with students to avoid feelings of dominance and superiority on the part of the instructor. Another problem to be addressed was that not enough classroom time had been used to provide comprehensible language in the traditional ESOL program at the adult center. There was not enough quantity of language. Blair (1982), suggests that motivated language students need form 800 to over 2,000 hours of instruction (depending on the target language) to be able to function proficiently in a second or foreign language. This is the time required in an acquisition environment as opposed to an academic classroom in which classroom time is spent to emphasize grammar points.

The classroom can be a positive contribution to acquisition if valuable class time is dedicated to making language comprehensible to the students through the use of whole language. The classroom can be the best place for language acquisition under these circumstances (Krashen, 1981). Using the classroom in an advantageous fashion for English input is critical to the students of this adult center, given the realities of the non-English environment of their community.

The basis for any activities in the language acquisition classroom is the use of whole language. This is crucial in order to provide the i+1. The organizational scheme around which activities were developed for this practicum allowed for whole language. Krashen (1982) recommends that the student be exposed to unconstrained language and that it be supplied in sufficient quantity. "If there is enough [language], i+1 will be provided over and over!" (p. 71). Kathren Kennedy and Stephanie Roeder (1975) state that the type of language presented to the student should be the result of the students' determining the content. Natural or whole language experiences allow students to deal directly with their own needs. These experiences also help students to overcome attitude problems, to relax and to feel comfortable with the language. Gaies (1985) believes that students should

directly manage their own studies and, hence, the content of the language presented in the classroom. Study is a process of discovering what will enhance their acquisition.

The writer of this practicum prepared materials to help develop skills to enable the student to handle whole language. The writer's main concern was to give whole language meaning. The writer used the four stages defined by Krashen and Terrell (1983) in order to organize classroom presentations. A chart explaining the four stages in the natural approach is presented in Appendix C:48.

All acquisition lesson activities followed four overall guidelines for optimal language acquisition activities. First, the language was made comprehensible by the instructor. Second, the language was interesting and relevant to the student. Third, the language was not grammatically sequenced. Fourth, the language was sufficient in quantity (Krashen, 1982).

All activities were developed around these guidelines. Classroom activities were considered valid if they were composed of whole language and contributed to making the language comprehensible. Activities such as dialogue work and listening and repetition drills were avoided because they do not contribute to open-ended language development and conversational management (Ladousse, 1987). Because structure can contribute to comprehension (Krashen, 1981),

grammar was not excluded from the language acquisition classroom. It was offered on a self-taught basis as a support to students who were curious about it. However, grammar did not form part of classroom activity unless the whole class required the same explanation in order to give the language being used meaning.

Chapter III

METHOD

This practicum was carried out in a Level Two ESOL class at the adult education center. The class was held from 9:00 am until 12:00 noon. The students were a mixture of educational visa students, workers, retired workers and homemakers. Their ages ranged from early twenties to late sixties.

The class was coordinated around the use of texts designed for Adult Basic Education (ABE) students. Such texts are written in whole language because they are prepared for students who are already native users or proficient in English. Whole language is language as it appears in natural communication and in natural situations (Stevick, 1982). It is language that is used to carry out genuine communication rather than language used to give examples of items drawn from the linguistic whole (Wilkins, 1976). These texts were used as class sets and were not purchased by the students as a basal text. The texts used in the class were selected because of their potential to relate life experience to language use and because they cover materials included in the county school system's adult education ESOL objectives.

The class was also coordinated around the use of the daily newspaper "USA Today". Each student purchased this

paper every Wednesday, and it served as the class take-home material.

This practicum writer determined the general student needs and interests through a student survey during the first week of class. A sample of the student survey is presented as Appendix A:44. The classroom activities were also coordinated to the extent that they were made relevant to student needs, relating to the competency objectives as prescribed by the county coordinating office for adult education in the public schools. The objectives for level two are presented as Appendix B:47.

During the implementation period, the writer discussed the nature of language acquisition with the students in order to develop and maintain an appreciation for the acquisition process in which they were involved. The students were included in setting up the physical organization of the classroom to meet their needs for language acquisition and to facilitate the use of materials designed for this practicum.

The writer used the texts as a means of initiating activities coordinated around the county objectives and based upon the results of the sudent survey. The guidelines for using the texts are presented as Appendix D:49.

Based on county objectives and the results of the student survey, newspaper activities were developed.

Students were encouraged to carry out tasks both in the classroom and outside the classroom (as homework). Guidelines for use of the newspaper in the classroom are presented as Appendix E:52.

During the development of the level two class curriculum, the students were directed towards exposure to whole language through such media as television, movies, songs and pictures. Guidelines for the use of this media are presented as Appendix F:54. Student interaction was encouraged through activities such as role play and project work. Guidelines for the use of these activities are presented as Appendix G:63. Students were provided whole language materials with which to work on individually or in small groups. These materials were comprised of reading, writing and listening activities (videocassette and audio cassettes). Filmstrip activities were also provided along with programs prepared by the writer for analyzing charts and graphs, cartoons, magazine covers and short reading selections. Guidelines for student use of these materials are presented as Appendix H:66. The writer worked with small groups to initiate life experience writing exercises. Guidelines for developing these writing experiences are presented as Appendix I:73.

A computer data base created by the writer was used to coordinate resources with which the student was able to

clarify points of language structure. This activity was carried out as a student-initiated effort and met each student's individual needs as an aid to making language comprehensible. This was provided so that the explanation of grammar would not become general in the classroom activity.

Materials and equipment needed to implement the practicum activities were provided by the adult education center. In addition, students were encouraged to bring into class materials they found interesting and relevant and to apply these materials to the whole language procedures developed by the practicum writer. The class was held in the center's individualized learning laboratory. The use of materials provided by the adult center, as well as student materials and equipment, were recorded along with classroom activities in a log book in the form of lesson plans and implementation comments. Revisions to classroom activities were made in terms of their success or failure during student use.

An effort was made to expose the Level Two ESOL students to more advanced students in order to provide more language content challenge (i+1). Students were encouraged to follow through with study introduced in the classroom as individualized homework activities. All whole language materials used in the implementation of this practicum were

for students at different levels of language ability. As a procedure was implemented, the individual student was encouraged to carry out the activity to the student's fullest ability - i.e., early language production, language emergence or intermediate fluency.

Chapter IV

RESULTS

Seventeen students were registered and showed regular attendance in the Level Two class during the implementation. Though class membership reached a maximun of twenty-six, only the progress of the students who showed regular attendance was analyzed for the evaluation of this practicum.

The practicum writer kept a checklist of student activities. This list reflected student initiative in completing language acquisition tasks and provided information on the quantity of language which the student used to interact and the quantity of language the student produced. A sample of this checklist is included as Appendix J:74. Because many of the tasks designed for this practicum were oriented toward the individual student and were completed by the student outside the classroom, the checklist indicates student willingness to interact with the language. Krashen (1981) identifies as an important factor in language acquisition the student's willingness to be exposed to language and to go out of the classroom and "get language." This practicum writer used this hypothesis as a means of determining the degree to which the student was open to language acquisition. The more work assignments

presented by the student, the more language acquisition was occuring.

In order for a student to complete a task, the language had to be comprehensible for the student. In order for acquisition to take place, the language had to be comprehensible (Krashen, 1981; Asher, 1988). The problem of quality of language exposure was, therefore, taken into consideration while looking at the quantity. A sample of the student activities checklist is provided in Appendix J:74.

Improvement in the quality of student production was analyzed through the comparison of individual student work presented as task completion during the ESOL course. For example, students' work at the beginning of the implementaion period was compared with their work at the end of the implementation period. Written activities were prepared on activitiy sheets provided by the practicum writer. Activity sheets were analyzed for student failures and successes at communicating an orginal and comprehensible idea and the development of structured writing ability. The writer of this practicum used guidelines established by Kathleen Bardovi-Harlig and Theodora Bofman in their research on syntactic and morphological accuracy attained by adult language students (1989). Because the students belonged to a Level Two class and were considered beginners

who would still show weaknesses in morphology, the practicum writer chose to analyze student production only for syntax development, that is, the ability of the student to produce standard subject-verb-object-modifier organization in writing.

Oral production was tracked on a checklist adapted from Gail Heald-Taylor's "ESL Language Behavior Inventory" (1989, p. 63). Records were kept on conversation initiated through the use of the whole-language materials prepared for the classroom. The practicum writer focused on student-initiated language as a measure of acquisition (Krashen & Terrel, 1983). A sample of the oral production checklist is presented as Appendix K:75.

The overall results of the implementation are analyzed on the basis of the quantity of language produced by the student and the quality of written production and effort to produce oral language.

Three distinct types of students can be identified from reviewing the quantity of work produced. Because of the fact that most students at the adult center do not use English outside the classroom, the writer of this practicum wanted the students to do one out-of-class assignment a day. During the ten-week period of implementation, this meant a possibility of 70 different assignments. Of the seventeen students participating, none produced the maximum amount,

though six students presented between 45 and 58 assignments. These were the most highly motivated students. Though not all were able to present work on a daily basis because of work and family obligations, they dedicated their weekends to using their English outside the classroom and handed in the majority of their work on Mondays. The work of these students showed imagination, creativity and thoroughness. These were also, in general, the students who showed a keen interest in receiving feedback on their work.

Eight students handed in between 23 and 34 assignments. The work of this second group of students failed, in general, to show the involvement with the language that the first group of students showed. Writing production was limited and brief and the students did not develop the components of the assignments with the detail the students from the first group used. The second group's attempts at going out and "getting" the language seemed to be done more as a requirement for getting a job done rather than as an effort to use the language out of communicative need or interest. It could be argued that the students from the second group had socio-economic problems that made completion of assignments difficult. However, the practicum writer could note no differences between the socio-ecomomic realities of the students from the first group and those of the students from the second and third groups.

The third group of students presented between 1 and 5 assignments. These three students, like the students from the second group, completed activity forms to getting a job done rather than using the forms as a guide for language production and communication. They did not go out and get involved with the language with the same dedication that the students from the first group did. All the students could have chosen activities and materials suited to their level of comprehension. Only the students from the first group used the out-of-class assignments to get involved with the language.

None of the students could do an assignment with correct written syntax at the beginning of the implementation period . Sixty percent of the students were able to produce short three to four-word sentences correctly (subject-verb-object patterns) but more complex syntax in a creative writing mode encouraged by the whole-language assignments, was absent in all students' initial writing production. All the students in the first group mentioned above showed improvement in syntax by the end of the implementation period in that they were able to construct sentences showing correct order of the subject, verb, object, and modifier. Two of the six students showed attempts at writing embedded sentences (with clauses), without any breakdown in basic sentence structure. Problems

of morphology, however, were still noticeable throughout the writing. The rest of the students from the first group developed correct syntax in most instances, but showed little or no development towards more complex sentences. It should be noted here that the students from the first group showed more creative use of vocabulary in their writing themes.

As a class project, the students from the class wrote installments in their "autobiographies." This was the only writing for which the students were required to present re-writes for final presentations. The two students who started to experiment with complex sentences also handed in final drafts without going through preliminary review writing. It is the opinion of the practicum writer that this is an indication of confidence on the part of these students, though it could also be argued that they became tired of the re-write process. All but one of the students from the first group presented final versions of their autobiographies.

For their autobiographies, the students from the second group generally produced correct syntax, but did little to experiment with vocabulary or to go beyond simple sentence structures. Except for two members who presented final drafts of their autobiographies, this group was characterized by presenting only rough drafts.

There were too few samples from the third group to trace any development in syntax. The writer of this practicum gave in-class activities to compare results with the out-of-class activities prepared by all students. This was done to check for authenticity of work. Syntax development could not be determined in the third group even with these examples because of lack of effort to produce written material.

Review of the oral production checklist, however, revealed this to be the third group's strong skill. The development of oral production of the third group did not coincide with the development of the writing ability of members of the other groups. Two members of the third group were able to achieve a level of carrying on a two-way conversation using more complex sentences than the first and the second groups. They showed less inhibition and more fluency than any of the members of the first or second groups. An explanation of this may be that while other class members were getting language input from assigned reading sources, these two students were out getting different kinds of language input. It may be that reading and writing were not the most effective way for these students to acquire oral language.

Oral ability varied from group to group, and it was impossible to see trends across the group lines that could

be noted regarding the reading and writing assignments. The writer feels that all students could handle speaking about a topic. Eight students of the seventeen were able to carry on a conversation at a level that the writer feels could be understood by a native English speaker unaccustomed to limited English speakers.

Analyzing results from a whole-language, communicative approach does not focus on the language components of a more traditional grammar structure approach, however, such components would normally be found in successful students' performance. As a result, the practicum writer decided to administer two "traditional" tests to the Level Two class. The first was a grammar structure test which was used by the adult center before the implementation of a competency-based curriculum. The writer diverged from one requirement in administering this test by allowing students to use dictionaries. This was done because the purpose of the test was not to test vocabulary but to determine the students' ability to manipulate language structures. Results showed that all students performed at least at level three, and nine of the students tested out at level four (a level three student still produces oral and written language difficult to understand by a native English speaker unaccustomed to limited English speakers). The same procedure was used for the competency-based tests presently under development by

the county ESOL coordinating committee. Though these tests deal with the students' ability to use language to complete a task, they again test vocabulary and reflect the grammar sequencing of the basal texts adopted by the school board. Again, the practicum students were allowed to use dictionaries. All students passed the exit criteria for level two and twelve of the students passes the exit criteria for level three, meaning that they would pass into a level four under the county's new curriculum guidelines.

The requirement for participation in the adult center's vocational program is to have achieved entrance into level four in the ESOL program. Twelve of the participants in the practicum implementation class were eligible for participation in the vocational program at the adult center.

All students acquired some language during the period of the practicum implementation. About half of the students could manage a two-way conversation and participated in the varied subjects addressed in the class. All but one student showed ability to use reading materials produced for native English speakers. Six of the students showed an eagerness to use these materials as a source of language. When asked at the end of the implementation about changes they would make in the class, all the sudents wanted more conversation. Only one student asked for more grammar.

The results of this practicum show that students exposed to whole-language do acquire language. The seventeen participants in the implementation class were assessed as level two students during the intake process. The evaluation results show that the students that made an effort to get language input, developed more complex structures to manage and produce the new language. Also, on traditional grammar-based means of language performance evaluation, these students did as well or better than those students in traditional programs. Fourteen students of the seventeen students responded positively to the whole-language approach.

Chapter V

RECOMMENDATIONS

Research efforts that go beyond the scope of a practicum should be carried out to report on more detailed comparisons of students in language learning programs and those in language acquisition programs. A look a the influence of different socio-economic backgrounds on willingness to acquire a new language may affect the type of program (learning or acquisition) that should be offered during the day and evening schedules at the adult center. Also further study should be made regarding the differences between the students who acquire language in an unstructured environment, such as "on the job" and "in the street," and those who acquire (or learn) a language in the classroom.

Due to the quantity and quality of work involved in preparing class materials and defining a philosophical position regarding language instruction (based on a thorough literature review), it might seem impractical to establish a language acquisition program which would be staffed by part-time instructors, without time to commit so much energy. However, an acquisition ESOL program does not seem impractical to this practicum writer if the resources of the education center are available and are focused on meeting the needs of the part-time staff. In practical terms, the practicum writer suggests that an acquisition ESOL program

be developed in coordination with traditional learning programs that may be present at a given language center. This would provide an opportunity to make a gradual change and to convince students and staff involved that an alternative to traditional programming is positive and possible. An acquisition program should experiment with multilevel courses after the beginning level, instead of offering cut off levels that now exist in the traditonal programs. It is suggested that the adult center combine what is now known as levels two, three and four into one intermediate level. This would expose students to a greater variety of language and would provide more of the i+1 needed for acquisition. Students who achieve what is now the traditional levels five and six should be mainstreamed into content area classes. Adult education centers should track students' progress in both types of programs and compare results and feedback from ESOL and vocational instructors. A more formal means of measuring students' success through whole-language testing could be established as an alternative to the written/multiple-choice tests now administered. A means of obtaining formal feedback from vocational instructors should be implemented to further demonstrate that ESOL students coming from a whole-language program do a better job at producing English and achieving vocational course objectives.

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APPENDIX A

Student Survey

Name: _____

ANSWER THE FOLLOWING QUESTIONS THE BEST YOU CAN.

1. List things you are curious about and you would like to have explained to you.

2. Name things you don't understand and would like explained to you.

3. Name things about the United States that you would like explained to you.

4. Name things you want to do but can't do.

5. List things you would like to explain to others.

6. If you could teach somebody something, what would you teach.

7. List things you know a lot about.

8. List things you do well.

9. List things you like to do the most.

10. List things you like to do the least.

APPENDIX B

COUNTY ESOL OBJECTIVES
FOR
LEVEL II

The student, after studying LEVEL TWO, will be able to do the following tasks related to -

1. SOCIAL COMMUNICATION:

   a. Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc.

   b. Answer questions about differences between the native country and the United States in simple terms.

   c. Ask about the appropriateness of actions according to customs/culture in the United States.

   d. Ask for or offer assistance.

   e. Request advice about resolving personal problems

   f. Identify others by description and location rather than by name.

   g. Decline an invitation or postpone a social engagement.

2. PERSONAL INFORMATION:

   a. Ask and answer questions about self-identification,, including name, address, telephone and social security numbers, birthdate, and place, height, weight, hair/eye color, names and ages of children, previous education, and work history.

   b. Fill out a personal data form requesting the above information, plus sex and signature.

   c. Identify family relationships over three generations.

3. COMMUNITY/GETTING AROUND TOWN:

   a. Given a local recreational or educational guide. register for an activity or class interest.

   b. Inquire about the availability of vocational training or adult basic education programs and report the information to another person.

c. Inquire about prices and procedures for insuring packages, and for registering (certifying) letters and report the procedures to another person.

d. Respond to postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages.

4a. EMPLOYMENT/FINDING A JOB:

a. Given a local job opening, interview for that job, answering questions related to skills, experience, and education.

b. Describe occupation in native country, including length of employment.

c. Call to set up an interview appointment.

d. Given the local newspaper help-wanted section, describe jobs listed, including qualifications, duties, and salary.

e. State own ability to use tools, equipment, and machines.

f. State own strengths related to work.

g. Respond appropriately to an employer's decision about a job, whether accepted or rejected.

4b. EMPLOYMENT/ON THE JOB:

a. Given common workplace signs, explain their meaning.

b. Ask and answer questions about progress and quality of work.

c. Given a task which requires assistance, request help from a co-worker.

d. Given a work situation, follow multiple-step instructions to complete a job task.

5. CONSUMERISM:

a. Given clothing care labels, ask and answer questions about care instructions on lables.

b. In a store simulation, request assistance in locating an item, being specific as to type, brand, size, and/or color.

6. HOUSING:

a. Given a visual of a house in disrepair, identify problems and call management to request repairs.

b. Given visuals of different types of housing and rental conditions, select one and state reasons for choosing that one.

c. Given a list of simplified housing regulations, explain them.

d. Given a newspaper ad for renting an apartment or a house, ask questions about the location, size, condition, and rent of the unit advertised.

7. HEALTH:

a. Given visuals of people who need minor medical care, suggest the action to be taken.

b. Make a medical appointment giving name, telephone number, and nature of the problem.

c. Given an emergency situation, call the appropriate agency and give the nature of the emergency, name, address, and telephone number.

d. Fill out a medical form that includes: personal data, medicard or insurance number, and medical history.

e. Given medicine bottle labels, ask and answer questions about usage, dosage, and warnings.

f. Respond to questions about means of payment.

g. Explain own and other's health problems in detail.

8. FOOD/RESTAURANT:

a. Given a diagram of a supermarket and shelves, ask and answer questions about the location of items.

b. Give simple directions for preparing food.

c. Write a shopping list of items needed for a specific dinner or recipe.

d. Given a specific amount of money and a menu, order a meal from a fast food restaurant.

9. TRANSPORTATION:

a. Using a simplified map, give two-step directions from one familiar place to another.

b. Given a local destination, ask questions to determine which bus to take and its departure time.

c. Given a bus schedule for a local route, ask and answer questions about arrival and departure times, and length of trip.

d. Given a local map, give directions from school to a familiar place.

e. Given visuals of common traffic signs, explain their meanings.

10. ENVIRONMENT:

APPENDIX C

NATURAL APPROACH

LANGUAGE DEVELOPMENT STAGES

I	II	III	IV
A. Listening Comprehension	A. Early Oral Production	A. Speech Emergence	A. Intermediate Oral Fluency
B. Reading Comprehension	B. Early Written Production	B. Writing	B. Intermediate Writing

This practicum writer has included a reading and writing component as another means to achieve input and production along with Terrell's and Krashen's aural and oral components. The four phases are numbered with Roman numerals. This enumeration is employed throughout the practicum's classroom procedural explanation as a means of orientation. Because not all students bring the same language skills to class, not all stages will evolve in the classroom as a purely input or production phase and class reaction will depend on student and class preparation and readiness for the language involved.

APPENDIX D

GUIDELINES FOR USING
PERSONAL STORIES
AND
LIVING IN THE READERS WORLD
IN THE ESOL CLASSROOM

PERSONAL STORIES

IA. 1. Show class pictures of things related to the topic of the unit. Describe the pictures for the students. Use pictures of things students can easily relate to (i.e. for the unit "Family", use pictures of famous people familiar to the students to relate family structure or use pictures of one's own family to make the topic personal for the students).

DO NOT BE LIMITED BY THE VOCABULARY OF THE UNIT. BRAINSTORM THE PICTURES TO ELICIT AS MUCH VOCABULARY AS POSSIBLE. DO NOT BE CONCERNED WITH COVERING AN INVENORY OF TEXT VOCABULARY. ONLY USE WORDS THAT EVOLVE NATURALLY FROM THE PICTURES. STUDENTS NEED PRACTICE IN GUESSING WORDS FROM CONTEXT FOR LATER READINGS. TO PROMOTE THIS, USE PICTURES RELATED TO THE TOPIC BUT NOT TAILORED TO THE CONTENT OF THE TEXT.

IIA. 2. Ask students personal questions related to the text units.

Example: Who has a family?
Do you have a mother-in-law?
Do you have a job?
Do you live in a house?

3. Review the pictures and have the students provide the vocabulary. Use open-ended statements and/or simple questions.

Example: She's the (grandmother).
Who are these people?

4. Reorganize students by categories that can be related to the unit. THIS SHOULD BE DONE WITH THE PURPOSE OF GAINING GENUINE INFORMATION REGARDING THE COMPOSITION OF THE CLASS.

IB. 5. Write the vocabulary the students provide on the chalkboard. After reviewing all the pictures,

have the students read the vocabulary inventory with the teacher. Students write words in their notebook.

IIA. 6. Look at pictures in text and have students cover the written part. Ask the questions suggested in the teacher's guide or make up questions that elicit simple one-word or short phrase questions.

IIB. 7. Have students silently read the stories in each unit. Check for comprehension by following the text's questions. Have students write new words and discuss these with the whole class.

IIIA. 8. Ask students to tell you about what they found out about the readings.

IIIB. 9. Have students write out exercises in text.

IVA. 10. Have students review the different components of each unit topic. Ask students to explain with which aspect they identify most and to explain why. Students may be divided into group discussion for the class. Encourage students to give their opinion. Discuss how the characters in the text differ from or are similar to the situation in the students' countries.

IVB. 11. Have students write their own story related to the topic. Students should be encouraged to be as specific as possible according to ability.

LIVING IN THE READERS WORLD

IA. 1. Introduce topics from text units through pictures or realia. Teacher talks about pictures and realia to draw students attention to vacabulary items. Teacher should use demonstration and/or have students interact with items or pictures through commands,

Example: Open the bottles.
Point to the bottle.

IB. 2. Write intructions on the chalkboard for students to bring in pictures or realia of topic covered in text.

IIA. 3. Review vocabulary by having students answer yes/no or one-word, short phrase answers to questions about the realia or pictures. Also use open-ended statements.

Example: Which man is sick? (That one.)
This woman has a (headache).
She should take (some aspirin).

IB. 4. As students respond, place remarks on the chalkboard and have them read along with instructor.

IIB. 5. Students should copy new vocabulary in notebook.

IIIA. 6. Have students look at graphics in the text. Ask them to explain them. Students may be divided into groups to see which group can explain the most about the pictures.

IIIB. 7. Have students read and work out the exercises. Students should write down their responses in their notebooks.

IVA. 8. Students tell where they have seen the items depicted and what they did while in contact with them.

IVA. 9. Students write about an experience they have had in which they have had to interact with the items depicted in the units.

APPENDIX E

GUIDELINES FOR USING
USA TODAY
IN THE ESOL CLASSROOM

NOTE: The following steps may be applied to the use of any newspaper or magazine.

Students should have their own copy of the materials.

IIIA.
IB.
IIB. 1. Review the makeup of a USA Today edition. Take an inventory of the paper. Ask the class to make a list of:

a) The sections in the newspaper.
b) The subjects of the stories of each section.
c) The pictures, illustrations, graphs, cartoons and their
relation to the stories.

Students may be divided into groups in order to discuss the contents of one particular section. As a class, go over the student inventory orally. Ask the students if there are any articles that interest them more than others.

IIB. 2. Have the students work in groups or independently to complete Classline Language Arts/Reading "USActivity Sheets" numbers 2,3 or 4. Students can be assigned classwork in groups and homework as individuals. When students are accustomed to the "USActivity Sheets", they may be assigned one a day to complete (more may be assigned according to interest and ability).

IIIA. 3. Students discuss contents of an article chosen by the teacher or an article chosen by the class. Introduce the headline. Have students guess what the article's content is. Write ideas on the chalkboard.

4. Ask students what questions they have about the article. Write these questions on the chalkboard.

5. Ask students to read the article. Ask them if their questions were answered and what other information was provided in the article.

6. Ask students for the "who", "what", "when", "where", "how" and "why" of the article. Probe

for students' ideas about the "why" of the article.

IVA. 7. Select an article or editorial from the newspaper. Engage students in a conversation that elicits their opinions, agreements and disagremments about the article. Ask them to relate their opinion to real-life experiences.

IVB. 8. Have students complete "USActivity Sheet" numbers 7, 8 or 9. Sheets 7 and 8 may be done in groups. Encourage individual students to do one "USActivity Sheet 9" each week.

Language Arts/Reading

USActivitySheet 2

Name: _____

SKIM —— QUESTION —— READ —— REVIEW —— RECITE

- SKIM over one feature or article in USA TODAY.
- List four QUESTIONS you have about the topic:

1. _____
2. _____
3. _____
4. _____

- Now READ the article or feature you chose.
- REVIEW what you just read in USA TODAY.
- Put USA TODAY away. Now try to recite and list—from memory only—four facts you learned from the article you read:

1. _____
2. _____
3. _____
4. _____

- List three questions you *still* have about this topic:

1. _____
2. _____
3. _____

- Write the headlines for two news stories that USA TODAY might print on this topic at a later date:

1. _____
2. _____

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USA TODAY CLASSLINE
USA TODAY'S EDUCATION PROGRAM

Language Arts/Reading

USActivitySheet 3

Name: _____

WHO? WHAT? WHEN? WHERE? WHY? HOW?

- Select an article to read in USA TODAY.

- What is the HEADLINE above the article you are reading? _____

_____ Its page number? _____

- What is the DATE of this issue of USA TODAY? _____

- WHO is the subject (a person, group, nation, etc.) of this article? _____

_____

- WHAT is the main point, event, issue or topic of this article? (Use complete sentences in your answer!)

_____

_____

_____

_____

- WHEN did or will this event take place? _____

_____

- WHERE is it taking place? _____

- WHY—according to this article—is it taking place? _____

_____

_____

- HOW (by what means or method) is it happening? _____

_____

_____

_____

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Name: _____

DATELINE: OUTLINE!

- What is the HEADLINE of the article you are reading? _____

  Its page number? _____ The date of this issue of USA TODAY? _____

- Read the first paragraph in the story you have chosen. What is the main point it makes? _____

  _____

  _____

- List two FACTS the paragraph gives that describe the main point:

  1. _____

  2. _____

- Read the second paragraph in the USA TODAY article and describe its main point: _____

  _____

  What facts in the second paragraph help back up its main point?

  _____

  _____

- Read the rest of the story and list the rest of its main points below:

  _____

  _____

  _____

  _____

  (Use the back of this sheet if you need more space)

- Look at all the main points you have listed. What do you think is the main idea of the entire article?

  _____

  _____

- Does the headline summarize the main idea or highlight one important point of this story?
  _____ Yes _____ No

- Write a new headline that summarizes this article's main point:

  _____

  _____

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USA TODAY CLASSLINE
USA TODAY'S EDUCATION PROGRAM

Language Arts/Reading

USActivitySheet 5

Name: _____

WHAT'S IT TO YOU?

- Select an article to read in USA TODAY.
- What is the HEADLINE above the article you are reading?

_____

_____ Its page number? _____

- What is the DATE of this issue of USA TODAY? _____

- Read the article.
- What are two conclusions you can draw from this article?

1. _____

_____

2. _____

_____

- What are two questions you would like to ask the writer of this article?

1. _____

_____

2. _____

_____

- Describe two ways you could be affected personally by the information in this article:

1. _____

2. _____

- Name two groups of people who may be especially interested in this news:

1. _____

_____

2. _____

_____

- Briefly explain how these two groups might be affected by this news:

1. _____

_____

2. _____

_____

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USA TODAY CLASSLINE
USA TODAY'S EDUCATION PROGRAM

Language Arts/Reading

USActivitySheet 6

Name: _____

DIG DEEP

- What is the DATE of this issue of USA TODAY? _____
- Look at your copy of USA TODAY. Write down the HEADLINE of the article you would like to read FIRST: _____

_____

- Why do you want to read this article first? _____

_____

- Now READ the article!
- List TWO WORDS in this article that are important to people who want to understand this topic:

_____ _____

- What are two interesting FACTS you found in this article?

1. _____

_____

2. _____

_____

- If you wanted more information about this topic, where else could you look in USA TODAY?

_____

_____

- If you wanted even more data, where would you look in your LIBRARY? _____

_____

- Name a person who might be able to help you learn more about this topic: _____

_____

- What are two questions you could ask this person about this topic?

1. _____

_____

2. _____

_____

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Name: _____

FACT or OPINION? Only YOU Can Judge

DIRECTIONS: Select an editorial in USA TODAY to examine in depth. Fill in the spaces below.

DATE of this issue of USA TODAY: _____ PAGE number of editorial: _____

HEADLINE above editorial: _____

In this column, list all of the FACTS you find in your editorial:	In this column, list all of the OPINIONS you find in your editorial:

Briefly describe why readers should recognize whose opinions are given in news stories.

_____

_____

_____

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Name: _____

PRO & CON

DIRECTIONS: Choose one issue covered in USA TODAY that you care about. To analyze it, collect articles, interviews, and editorials that address your issue. Briefly describe the issue you selected: _____

_____

Briefly state your opinion about this issue by completing this sentence: I think _____

_____

_____

Assume that you want to write a persuasive essay on this issue. Use your USA TODAY articles to list facts and arguments for (pro) and against (con) your point of view to address in your essay.

PRO	CON
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now put a star ★ next to arguments that seemed *most persuasive* to you. Put a check ✓ next to each fact or argument you would use in your essay.

★★ BONUS!! Now write the essay. Be as persuasive as possible!

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USA TODAY CLASSLINE
USA TODAY'S EDUCATION PROGRAM

Language Arts/Reading

USActivitySheet 9

Name: _____

TEN EASY STEPS TO AN A-PLUS ESSAY (OR EDITORIAL, LETTER TO THE EDITOR, SPEECH, DEBATE . . .)

DIRECTIONS: Follow the 10 steps listed on this sheet to write your best essay ever. Use USA TODAY as a source of facts.

ROUGH COPY

Step 1: State your opinion about a controversial issue: _____

Step 2: Quick! Jot down every reason/fact/argument you can think of that supports your point of view (and don t worry about grammar, spelling, etc.): _____

(Use the back if you need more space.)

Step 3: Put a STAR ★ next to the very best reasons/arguments/facts above. Choose at least three.

Step 4: Decide how you could put the ★ arguments above in the most logical and persuasive order. Number the ★ statements (1, 2, 3, etc.) in the order in which you would use them to convince someone to agree with you.

POLISHED COPY

Step 5: Draft a statement that says what you think about the issue and summarizes the ★ arguments: _____

Step 6: Restate what you wrote in Step 5 to make it clearer: _____

(Guess What? Now you have a thesis! Use it in your first paragraph.)

Step 7: Look at Step 4. Concisely list ★ arguments in the most logical and persuasive order:

1. _____
2. _____
3. _____
4. _____

(Each of the above items should become a paragraph when you write.)

Step 8: Write another sentence that strongly restates your opinion and summarizes your ★ arguments: _____

(This is your conclusion — the last paragraph you write!)

Step 9: On another sheet, draft your essay using Steps 6, 7, & 8 as your outline. You should have at least five paragraphs.

Step 10: Revise Step 9. Now is the time to double-check spelling, grammar, etc. Proofread to make sure! Now you re the ★!

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APPENDIX F

GUIDELINES FOR USING
TELEVISION, MOVIES, SONGS
AND
PICTURES IN THE ESOL CLASSROOM

TELEVISION/COMMERCIALS

IA. 1. Teacher tells the students that they will listen to a television commercial. Tell the students to think about the following:

Name of product being sold.
What the product's good for.
Why it is better than the competition.
Why the product is different.
What happens if you use or don't use the product.

Play the commercial as many times as necessary for the students to get the information.

IIA. 2. Teacher asks the students for the information and writes their input on the chalkboard.

IIIA. 3. Ask the students what indicated the answers to them. Play the commercial again and write the students' further input on the chalkboard.

IVA. 4. Have the students prepare and video record a television commercial.

MOVIES

IA.

IIA. 1. Teacher shows a scene of a movie without volume. Students are asked about what they observed:

Who was in the scene?
How did the people feel? Why?
What do you think they talked about? Why
Where did the action take place?
What was happening around the actors?
What things did you see in the scene?
Etc.

Repeat the scene as many times as necessary to develop student input.

2. Teacher writes student input on the board.

IIIA. 3. Students are directed to listen again to the scene, this time with volume, and to explain what the people are talking about.

4. Students throw out words and phrases they heard in the scene. Teacher writes words on the chalkboard.

5. Have students listen to the scene two or more times in order to fill in gaps in the conversation and to build up the vocabulary/phrase list on the chalkboard.

6. Teacher hands out the written script and goes over the parts the class does not understand. Play the scene again so the students can follow with the script.

IVA. 7. Teacher and student compare the input with the input from IA and IIA above. Discuss why there are differences between the students' impressions and the actual dialogue. Discuss alternative ways to get the same message across.

NOTE: Do not try to show an entire movie at once to a class, especially a beginning class. Break up a movie into short self-contained segments. This will keep the students' attention on task and will give the teacher more opportunity to discuss the scenes and to provide more comprehensible input. Show self-contained scenes in any order. They do not have to be presented to the students in the order of appearance in the movie. As a semester or trimester project, the movie can be presented in pieces and then shown in its entirety at the end of the course and the students will have the opportunity to see the scenes in their proper order and piece the story together.

SONGS

IA. 1. Teacher tells students that s/he will play a song. Tell students to listen for the following:

The title of the song.
The subject of the song.
The singer's feelings.
Questions the singer asks.
Special vocabulary categories (be careful not to have the students dwell on discrete point categories)

Song should be repeated as many times as possible to cover the listening tasks. Students may write down notes about what they hear.

IIA. 2. Teacher puts student responses on the chalkboard. Space responses so that their context may be written around them. Play the song as many times as the students need to produce language.

IIIA. 3. Teacher asks students why they answered the questions the way they did. This is to get the students to concentrate on the language that surrounds their answeres. Play the song more times to give the students the opportunity to pick out more words. As students respond, fill in the words that complete the words to the song. See how much of the song the students can come up with.

4. Hand out the words to the song and compare them with the students' input. Read the words of the song to the students and clear up any doubts about the vocabulary. Play the song again and have the students follow with the words.

IVA. 5. Have the students interpret the song's meaning. Ask them to listen and answer questions such as:

What are the singer's feelings? How do you know?
Why is s/he singing the song? How do you know?
What's the singer's relationship with the people in the song? How do you know?
What's his/her relationship with the listener? How do you know?

6. Have students write and present their own words to a song.

PICTURES/PEOPLE

IA. 1. Teacher shows the class pictures of ordinary and famous people. Teacher describes clothing, physical appearance and speculates on emotions, social class, occupation, etc.

2. Teacher applies vocabulary to students in the classroom.

IIA. 3. Teacher reviews pictures and describes the people by using open ended statements or by making simple sentences. Students are encouraged to complete the sentences or to answer the questions with one or two-word resposnses.

ex. She's wearing (<u>a dress</u>).

4. Teacher repeats process using students as examples.

B. 5. Teacher writes vocabulary on the board as it is produced by student responses. Students may write the vocabulary in their notebooks. However, they are encouraged NOT to do so until after all the pictures have been presented.

IIIA. 6. Teacher places a picture that has not been seen by the students, in front of the classroom. Students brainstorms a description of the person in the picture. Teacher encourages the class to look beyond the picture to speculate about the realities of the person.

7. Students give responses orally.

B 8. Students are asked to look at the picture and write down words and short phrases that describe the person in the picture. Their responses are then given to the class orally. Students may also work in groups to generate responses.

9. Teacher writes down the student input (if there is a student who wishes to be a volunteer "secretary", s/he may write the student responses on the board.)

<u>THE ACTIVITIES IN STEP IIIA and B MAY BE DONE TOGETHER</u>

IVB 10. Teacher collects student or group responses and separates all unique input. Teacher organizes student material into jazz chant form (see Carolyn Graham's <u>Jazz Chants</u>). Teacher may have to add words to make complete statements. The important

thing is to incorporate the student responses into a naturally flowing, structurally correct text. The teacher may have to play with the students' words to give the text style.

11. Teacher returns student responses and hands out the poem. Students read the poem then listen to the teacher read out loud. Students repeat the whole "chant" and then form teams to repeat different parts.

12. Depending on student ability, the more advanced students can use the input directly from the information in step IIIB 2. Students as a class working with the teacher or as small groups working independently, develop their own poem. Students then do the repetitions suggested in step 2 above.

PICTURES/PLACES

IA. 1. Teacher shows the class pictures of places. Teacher describes buldings, people, environment, weather, etc. and speculates on emotions and feelings in the pictures.

2. Teacher applies vocabulary to environment in the classroom or in the city. Teacher can make comparisons between the picture and environments the students know.

IIA. 3. Teacher reviews pictures and describes the contents and situations by using open ended statements or by making simple sentences. Students are encouraged to complete the sentences or to answer the questions with one or two-word resposnses.

ex. The buildings are (<u>tall</u>).

4. Teacher gets students to compare scenes with places they know.

B. 5. Teacher writes vocabulary on the board as it is produced by student responses. Students may write the vocabulary in their notebooks. However, they are encouraged NOT to do so until after all the pictures have been presented.

IIIA. 6. Teacher places a picture that has not been seen by the students, in front of the classroom. Students brainstorms a description of the picture. Teacher encourages the class to look beyond the picture to speculate about the realities of the place.

7. Students give responses orally.

B 8. Students are asked to look at the picture and write down words and short phrases that describe the place in the picture. Their responses are then given to the class orally. Students may also work in groups to generate responses.

9. Teacher writes down the student input (if there is a student who wishes to be a volunteer "secretary", s/he may write the student responses on the board.)

<u>THE ACTIVITIES IN STEP IIIA and B MAY BE DONE TOGETHER</u>

IVB 10. Teacher collects student or group responses and separates all unique input. Teacher organizes student material into jazz chant form (see Carolyn

Graham's Jazz Chants). Teacher may have to add words to make complete statements. The important thing is to incorporate the student responses into a naturally flowing, structurally correct text. The teacher may have to play with the students' words to give the text style.

11. Teacher returns student responses and hands out the poem. Students read the poem then listen to the teacher read out loud. Students repeat the whole "chant" and then form teams to repeat different parts.

12. Depending on student ability, the more advanced students can use the input directly from the information in step IIIB 2. Students as a class working with the teacher or as small groups working independently, develop their own poem. Students then do the repetitions suggested in step 2 above.

PICTURES/THINGS

IA. 1. Teacher shows the class pictures of things. Teacher describes their use(s), where they are found, the consequences of their use(s), etc.

2. Teacher applies vocabulary to things in the classroom or immediate environment. Teacher can make comparisons between the picture and things the students know.

IIA. 3. Teacher reviews pictures and describes the contents and situations by using open ended statements or by making simple sentences. Students are encouraged to complete the sentences or to answer the questions with one or two-word resposnses.

ex. The hammer is for (<u>hammering</u>).

4. Teacher gets students to compare things with things they know.

B. 5. Teacher writes vocabulary on the board as it is produced by student responses. Students may write the vocabulary in their notebooks. However, they are encouraged NOT to do so until after all the pictures have been presented.

IIIA. 6. Teacher places a picture that has not been seen by the students, in front of the classroom. Students brainstorms a description of the picture. Teacher encourages the class to look beyond the picture to speculate about the uses, consequences, etc. of the things.

7. Students give responses orally.

B 8. Students are asked to look at the picture and write down words and short phrases that describe the thing in the picture. Their responses are then given to the class orally. Students may also work in groups to generate responses.

9. Teacher writes down the student input (if there is a student who wishes to be a volunteer "secretary", s/he may write the student responses on the board.)

<u>THE ACTIVITIES IN STEP IIIA and B MAY BE DONE TOGETHER</u>

IVB 10. Teacher collects student or group responses and separates all unique input. Teacher organizes student material into jazz chant form (see Carolyn

Graham's Jazz Chants). Teacher may have to add words to make complete statements. The important thing is to incorporate the student responses into a naturally flowing, structurally correct text. The teacher may have to play with the students' words to give the text style.

11. Teacher returns student responses and hands out the poem. Students read the poem then listen to the teacher read out loud. Students repeat the whole "chant" and then form teams to repeat different parts.

12. Depending on student ability, the more advanced students can use the input directly from the information in step IIIB 2. Students as a class working with the teacher or as small groups working independently, develop their own poem. Students then do the repetitions suggested in step 2 above.

APPENDIX G

GUIDELINES FOR USING
ROLE PLAY AND PROJECT WORK
IN THE ESOL CLASSROOM

ROLE PLAY

NOTE: Role Play can be developed in a pair or small group situation. Role plays should be short in the beginning and become longer as students become more and more accustomed to them. Use materials that create or present a situation. Students must understand the situation presented. Try to use situtions based on student ideas and needs. The situation should not be so difficult that it causes frustration. It should not be too simple , however, in order to create a challenge for the student to use new language.

IB. 1. Hand out an article from a magazine or newspaper. Ask students to read the article. Instead of a written article, a picture may be handed out to be observed. Realia sets and scenes from a television show or movie may also be used (see the guidelines for using television and movies).

IIB. 2. Ask for doubts about vocabulary and structures. Clarify them for the students. The teacher may anticipate possible problems and have pictures and/or illustrations ready for examples to give language meaning (use these materials for review even if students do not have doubts). In the case of pictures , movies and television, ask students to identify moods and objects.

IIB. 3. Ask students to do the activity sheet number 3 from Classline Language Arts/Reading about the article, picture, movie or television show.

IIIB. 4. Review the results of the activity sheet with the class. Discuss the possibilities of different interpretations and what the sudents think may have happened before or what may have happen after the situation took place.

IIIB. 5. Divide the class into groups the size of the number of participants in the situation. Each student becomes one of the participants and writes a list of the physical and psychological caracteristics about the participant. Students compare results with the results of other students in the group.

IVB. 6. Students act out and develop the conversation they think occurs between the participants, keeping in focus the characteristics they identified previously.

7. If one group wishes, it may present its interpretation to the class. Be sure that this does not turn into a memorized drama but maintains the creativitiy of spontaneous dialog. Discuss the cultural consequences of the presentation and the situation.

IVB. 8. The class listens to a group's role play and takes notes about the language used in the situation. The class offers alternatives to the structures, vocabulary and interpretation. Students then write out their own dialog for presentation and correction.

9. If a movie or television scene is used without sound, playback the scene with volume and have the students compare the dialogue with their own.

NOTE: The teacher may ask for volunteers to do a role play and to prepare it while the other classmates are on another task. The whole class may become involved at the point of the group presentation to the entire class.

PROJECT WORK

NOTE: Project topics should suit individual student interests. Projects may be developed in groups if there is common interest.

IIA. 1. Ask students about their interests. Have the students select one topic that interests them the most and that they know something about.

IB.
IIB. 2. Use a needs assessment if necessary to establish interests.

3. Have students brainstorm ideas about their selected topic. Have them write down short phrases that reflect their ideas.

IIIA. 4. Discuss with the students the experiences they have had with their respective interests. Discuss possible activities related to their interests that they may be able to carry out in English.

IIIB. 5. Have students write out a project objective statement of what thay intend to develop within their topic of interest. Students should write out a strategy for achieving their objective, such as; sources of information, information gathering techniques, language needed to obtain information, preparation of materials, organization of materials.

IVA. 6. As an on-going task, control students' activities related to the completion of tasks. Students work toward preparing final presentations which can be written and/or oral. Students make whatever oral presentation is appropriate for the topic.

IVB. 7. Students prepare the final written presentation. Preliminary drafts may be necessary for revision before the final copy is handed in.

APPENDIX H

GUIDELINES FOR USING
FILMSTRIPS, CHARTS AND GRAPHS, CARTOONS,
MAGAZINE COVERS AND SHORT READINGS
IN THE ESOL CLASSROOM

FILMSTRIPS

NOTE: These steps may either be completed with the entire class or individually when the students handles enough language to work on his or her own.

IA. 1. Draw students attention to filmstrips through the use of pictures that are related to the topic. Build vocabulary from the pictures.

IIA. 2. Review the pictures. Students provide vocabulary through the use of open-ended statements and simple one-word or short phrase answers to questions.

IB.
IIB. 3. Write student responses on the chalkboard. Students read vocabulary items along with instructor. More advanced students may not need the aid of pictures to develop a vocabulary list. The teacher may draw attention to a topic by asking the students to brainstorm ideas that come to mind when the topic or subject is discussed. The students write their own concepts on the Filmstrip Activity Sheet (see following page).

IIIA. 4. Preview the filmstrip (without sound if there is an accompanying audio cassette focus on the picture content rather than the subtitles if there are any). Have students mention things in the pictures they did not include in the original vocabulary list. Ask students what they think the story or message is in the filmstrip.

IIIB. 5. Students take notes while reviewing the filmstrip and then write a brief summary of the film strip and what they feel the message of the filmstrip is.

IVA. 6. Review the filmstrip with the teaching aids that are included (cassettes, work sheets and scripts, if necessary). Students discuss the message of the filmstrip. Discuss what was presented that was different from their original thoughts about the strip and how the information relates to

their lives. Discuss how things are different in their countries and how they can apply the information to their lives. Clear up vocabulary problems.

IVB. 7. Students should take notes. Have sudents write out exercises or activity sheets that accompany the filmstrip. Students may prepare activity sheets 8 or 9 from Classline Language Arts/Reading for further development of the filmstrip topic.

NOTE: Hand out a copy of the script, if available, for student review.

FILMSTRIP ACTIVITY SHEET

NAME: _____ DATE:

FILMSTRIP TITLE:

USE EXTRA PAPER IF NECESSARY.

1. WHAT THINGS COME TO MIND WHEN YOU THINK ABOUT THE TOPIC/TITLE? USE YOUR DICTIONARY TO DEVELOP RELATED VOCABULARY AND PHRASES.

2. REVIEW THE FILMSTRIP. LOOK ONLY AT THE PICTURES. DO NOT LISTEN TO THE AUDIO CASSETTE (IF ANY) AND DISREGARD THE SUBTITLES (IF ANY) FOR NOW. WHAT IS PRESENTED IN THE FILMSTRIP THAT IS NOT MENTIONED IN YOUR LIST ABOVE?

3. WRITE A BRIEF SUMMARY OF THE STORY OR MESSAGE THE FILMSTRIP PRESENTS.

4. REVIEW THE FILMSTRIP AND LISTEN TO THE CASSETTE (IF ANY). IF YOU HAVE PROBLEMS UNDERSTANDING THE STORY OR MESSAGE, ASK FOR A COPY OF THE SCRIPT. HOW DOES THE PRESENTATION DIFFER FROM YOUR IDEAS?

5. DO ACTIVITY SHEET NUMBER 8 OR 9 FROM <u>CLASSLINE LANGUAGE ARTS/READING</u>.

GRAPHS AND CHARTS

staple your own chart or graph here.

No. _____

ACTIVITY SHEET

NAME: _____ DATE:

TITLE:

USE EXTRA PAPER IF NECESSARY AND ANSWER THE FOLLOWING QUESTIONS.

1. WHAT IS THE SUBJECT, ISSUE OR THE TOPIC OF THE GRAPH OR CHART?

2. HOW ARE NUMBERS USED? WHAT DO THEY TELL US?

3. HOW DOES THE GRAPH OR CHART COMMUNICATE THE MESSAGE?

4. WHAT CONCLUSIONS CAN YOU DRAW FROM THE GRAPH OR CHART? WHAT ARE THE CONSEQUENCES OF THESE CONCLUSIONS?

CARTOONS

staple your own cartoon here

No. _____

ACTIVITY SHEET

NAME: _____ DATE: _____

TITLE: _____
(if any)

USE EXTRA PAPER IF NEEDED AND ANSWER THE FOLLOWING QUESTIONS:

1. WRITE THE WORDS AND PHRASES THAT YOU DO NOT UNDERSTAND. USE YOUR DICTIONARY TO HELP YOU UNDERSTAND.

2. WHAT ARE THE PEOPLE AND/OR CHARACTERS DOING?

3. WHAT IS THE BASIC PROBLEM OR CONFLICT IN THE CARTOON?

4. WHAT COULD HAPPEN NEXT? (Suggestion: Select your favorite cartoon and read it every day. Pick a cartoon that folows a story and see if your guesses are correct.)

MAGAZINE COVERS

staple your
own cover
here

No. _____

ACTIVITY SHEET

NAME: _____ DATE: _____

TITLE(S): _____

USE EXTRA PAPER IF NEEDED AND ANSWER THE FOLLOWING QUESTIONS:

1. WHO OR WHAT IS INVOLVED ON THE MAGAZINE COVER?

2. WHAT DO YOU THINK THE STORY IS (STORIES ARE) ABOUT?

3. WHY IS THE STORY IMPORTANT?

4. AFTER READING THE STORY, HOW DOES THE TITLE RELATE TO IT?

SHORT READINGS

Students read a short reading and fill out on of the "USActivity Sheets" provided in Classline Language Arts/Reading Guide.

IIB. 1. Student does activity sheet 2, 3 or 4.

IIIB. 2. Student does activity sheet 5 or 6.

IVB. 3. Student does activity sheet 7, 8 or 9.

NOTE: Select activity sheets that are appropriate for the student's level.

APPENDIX I

GUIDELINES FOR USING LIFE EXPERIENCE IN THE ESOL CLASSROOM

NOTE: Explain to the students that from time to time a tape recorder will be used in order to record conversations in the classroom. Get students used to the tape recorder by doing structured exercises. After the students are accustomed, tape any interesting conversations the students have during class time.

This process is for more advanced students.

IIIA. 1. Tape student input from the classroom. Tape conversations or monologues that the class finds interesting. Themes of common interest to the class (i.e. Entering the United States) can be discussed while in the class. Groups or individuals may control input.

2. Transcribe the tape verbatum, correcting the students structures to fit accepted English. Transcribe only parts of the tape that contribute to the story. Edit out comments that clarify meaning.

3. Make flash cards of sight words that may be new to the students or difficult to read and pronounce.

IB. 4. The next day or class period, hand out the transcript and have the students read it. Ask it there are any parts that are unclear. Show students the flashcards and have the students read the words out loud.

IVA. 5. Discuss student feelings about the reading and how they can identify with the experience.

IVB. 6. Have students write their own story or experiences.

NOTE: A variation of this process may be done through direct dictation while the instructor transcribes. Groups may contribute and the writing exercise can be the piecing together of the story in class. Teacher prepares final copy for the class.

APPENDIX J

STUDENT ACTIVITY CHECK LIST

NAME: _____

CLASS: _____

ACTIVITY	WEEK PRESENTED												TOTAL COMPLETED	TOTAL REQUIRED	

APPENDIX K

STUDENT ORAL PRODUCTION
CHECKLIST

NAME: _____

CLASS: _____

STUDENT-INITIATED LANGUAGE

The student	seldom occasionally often	date
-begins to use language to communicate with peers.		
-uses phrases to communicate with peers.		
-speaks about 1 topic for 2 or 3 sentences.		
-using incomplete language		
-using almost complete language		
-can tell a story of up to 4 thoughts.		
-using incomplete language		
-using almost complete language		
-speaks about 1 topic up to 10 thoughts.		
-using incomplete language		
-using almost complete language		
-can carry on a 2-way conversation		
-using simple sentences		
-using complex sentences		